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School Activities

HARRY C. MCKOWN, *Editor*

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As the Editor Sees It



1960. Only 40 years until 2000. How we envy our young friends who will write the year 2000 at the tops of their letters! How we envy them the things they will own, do, and see—and the opportunities that will be open to them!

It is downright amazing and discouraging to note the extent to which extracurricular activities are neglected by state education associations and other bodies and organizations. Four illustrations:

1. Only very, very rarely does a state education journal include an article on extracurricular activities.

2. The long lists of "Resolutions" offered and acted upon in state education meetings and conferences concerned financing, salaries, reorganization, certification, research, retirement and similar topics but only very, very, very rarely is the activity program reflected.

3. Only very, very rarely does a state education program include a topic or discussion relating to extracurricular activities.

4. At a recent workshop of the Fund for the Advancement of Education of the Ford Foundation held in conjunction with the annual meeting of the National Chamber of Commerce, twelve reforms in American education were prognosticated. And there was not a single mention or implication of extracurricular activities.

We hope that these omissions are due to the fact that the activity programs in American schools are so perfect that they need no special attention. We hope this—but we seriously doubt it.

Where 40 years ago there were but a very few three-year separate junior high schools, now there are more than 4,000. And these enroll about 20 per cent of all youth attending all American secondary schools.

Originally, because of a recognition of the educational uniqueness of the early adolescent, special provisions in this new type of school were planned for him. However, like the early high school aped the college, so the junior high has increasingly aped the senior high school in both

curricular and extracurricular activities. Consequently, the idea and the ideal of a specifically appropriate junior high school program appears to be fading fast—sad to relate.

On the other hand. We know of at least one state which has an association of junior high school student councils. The idea is, of course, to provide opportunities for these students to attend pertinent meetings and receive instruction and help on the special problems of the junior high school setting. Should this possible development be encouraged?

Although the general idea is creditable, there are certain practical arguments against it. There is danger of confusion and duplication. Usually, especially where the two schools are in the same building, there is but one council for both. Even where there are separate organizations the fields are not too different. Perhaps junior high students are too young to travel any distance and to participate in a several-day conference or a week-long workshop. Most student council conferences provide for the junior highs any way.

In general, we believe that this possibility of a separate state organization for junior high school student councils should be considered most carefully. We doubt if as yet there is a place for such an organization; perhaps there never will be.

More publicity in the newspapers and magazines on the "scholarship letter" plan. So, may we repeat, we consider the awarding of a school letter for high scholarship to be thoroughly illogical and unjustifiable. The interscholastic athlete, debater, or other competitor "fights," not for himself but for his school—and deserves a school letter. The scholar "fights," not for his school—but for himself—and does not deserve a school letter. Let him be honored by honor roll, certificate, special mention, pin, club membership and in other appropriate ways; but not with a school letter!

The National Association of Student Councils is planning a campaign or drive to encourage good sportsmanship at interscholastic games and contests. An excellent project!

Increasingly, teachers are utilizing processes, media, and materials in curricular work which have long been considered extracurricular in nature and intent. Fine! Here is a brilliant example of such a combination.

East Paris School Arithmetic Mecca

THE EAST PARIS SCHOOL ARITHMETIC MECCA was a schoolwide display of arithmetic materials and methods presented to the public during Texas Public Schools Week. The name "Mecca" was chosen in preference to using a name previously used. Two years ago our school presented a display entitled the East Paris School Science FAIR, and last year the name given to our display was the East Paris School Social Studies EXPOSITION.

The faculty of this school is convinced that public displays are effective means in focusing public attention on the school during Texas Public Schools Week. Through the courtesy of a local printer, who is one of our school patrons, numerous circulars were made available for us to distribute in publicizing the affair. Committees of students under the supervision of various teachers distributed circulars around the business section a few days in advance. Local grocermen cooperated by placing the circulars in grocery sacks. The day before the display was to be shown, the circulars were sent to every home with children in our school. The school board, administrators, teachers, and professional persons from a wide area were invited by letter.

At the onset I would like it to be understood that we are not in show business; that this display was a culminating activity revealing a carefully planned and executed year's work.

During the early planning stages, we identified several immediate objectives to give direction and purpose to our undertaking. In the following paragraphs, each of the main objectives will be

HARVEY D. BROWN
East Paris School
Paris, Texas

discussed briefly. The order in which they are discussed is of no significance.

Objective Number 1. To improve the instructional program in arithmetic.

We agreed that to improve the instructional program in arithmetic would require a thorough examination of our present program. Fifteen areas were identified that needed to be stressed or clarified. This does not mean that our program was particularly weak. In fact, we found supporting evidence to the contrary. Teachers were faced with a real challenge: to improve instruction in an area that was not considered weak.

They were to initiate a program of instruction and reveal it through a display of materials and methods that would be understood by lay citizens and at the same time get a nod of approval by professional persons in the field of arithmetic. This, of course, required extensive and continuous research. Work of the most recognized and competent authors was used in search of the most effective techniques and methods. The scope and sequence of concepts on each grade level were to be identified and used as a guide in the developmental study.

Objective Number 2. To improve the rate of learning in arithmetic.

This objective alone would warrant the special treatment given to the subject. To satisfy this aim also necessitated an examination of our existing program and of the already identified weaknesses. The task of making arithmetic more interesting and meaningful was unanimously named as being our challenge.

The plan for classroom organization was for each group to be divided into committees. Almost from the beginning it was obvious that the immediate goal of the children was to learn arithmetic and be able to teach it to other committees. Every member of each class was continuously challenged to make use of his most creative and artistic abilities. As a result of these opportuni-

OUR COVER

The upper picture shows part of the eighth grade display at the East Paris School Arithmetic Mecca, Paris, Texas. Here the pupils are stressing the four basic steps common to all problem solving. See the story on this page.

The lower picture shows a group of youngsters at an on-the-spot gardening session in The Children's Garden at The Brooklyn Botanical Gardens. The stakes and strings indicate the boundaries of each plot. See the story on page 139.

ties given the children, almost every concrete, semi-concrete, and illustrative means imaginable was constructed. The teacher did not only guide and encourage the children but participated actively in constructing concrete materials.

Apologies are not in order for the teacher-made materials in the display. The original intentions were for the teacher's creations to be such that they could be stored, added to, and used in the future. It was evidenced in the display that the materials shown were the sum total of the efforts of the entire class, including the teacher. All materials were used in an effort to develop understanding of concepts, to make arithmetic more interesting, and to relate each phase to every day living.

Objective Number 3. To provide opportunities for oral expression.

To learn arithmetic was not the only challenge the children faced. Each child in school was to participate orally in presenting the materials to the public. This necessitated daily practice in oral explanations. It was reasoned that a child must know arithmetic to explain it. It was also reasoned that the phases, termed by professional writers as "oral" and "mental" arithmetic would not be neglected.

The materials were to be shown throughout one day and evening. Each class was divided into about six groups. Each group was to take its turn explaining its class's display. From the use of concrete means of illustrating 2 minus 1 in the first grade, to the eighth graders illustrating the

hypotenuse rule concretely, was done with the same pride as might be displayed by a kindergarten student with his favorite pet at a show-and-tell session.

Objective Number 4. To strengthen public relations.

There should be no fallacies in any public relations program. The Arithmetic Mecca was only an additional means of getting patrons to school. Our practice is for each grade group to present one auditorium program each year with every child participating and for each group to invite parents to one culminating unit activity. This, of course, is a minimum and is usually surpassed by most classes. We feel that it is our responsibility to do the best job possible in teaching, whether it be arithmetic or some other subject field. Evaluation of our teaching should, and is, based on the results of the latest reliable research. With the best program of instruction being put into effect, our job then becomes one to let the public know what we are doing. That, in effect, was a main purpose of our display and should be a determining factor in planning any public display.

Many other objectives could easily be identified. New avenues were opened for effective counseling and guidance, and were capitalized on at every opportune time. School spirit was strengthened while self-discipline was being practiced and improved.

The organizational scheme for the year's work and the culminating activity was for the plan to be formulated in a general faculty meeting. Only

generalizations were discussed and decided on. It was decided that teachers on each grade level would work with the principal in defining the scope and sequence of materials to be covered in that grade. It was also decided that the display would be shown in our combination auditorium and play room, and in sequence from grade 1 through 8. Visitors were to visit the first grade through the eighth grade in order that they could observe and learn the details in a developmental manner. Though some of



All ages had their own displays showing mathematical concepts.

the general plans were formulated, the organization was purposefully flexible so that the project could grow to the extent of the abilities and originalities of the many people who were to work on it.

Any school display should have an attractive and meaningful introduction. We chose to use the corridor leading to the auditorium for this purpose. A properly decorated registration table was located just inside the entrance. Colorful posters were placed in the corridor with quotes from historic and current authorities in arithmetic. These quotes and illustrations were intended to stress the meaningful theory in teaching arithmetic.

In addition to students taking part in the oral explanations of problems and the use of the many concrete devices, many were chosen to act as hostesses and guides. They greeted our guests and accompanied them to the first grade displays and suggested the order we had planned for the displays to be observed.

Many means were employed in presenting materials to the public. The whole affair created an atmosphere of show-and-tell. Role playing was a common technique. Members of one first grade class played the role of a store keeper in demonstrating knowledge of making change. In a third grade class the post office clerk sold stamps to customers from the same grade. Fourth graders sang number songs at times during the display to illustrate a unique means used in arithmetic drill. Eighth graders gave parents opportunities to show their own skill by matching formulas with the objects. They also used a carpenter's square and a yard stick in illustrating the hypotenuse rule. Many simple and often used objects were shown in relating arithmetic to every day use. All techniques found in doing research were used. Some of these methods were altered to meet particular needs while some were completely original.

A 40-minute colored 16mm movie was taken of the display. A tape recording was made to use with the film. While each class group is being seen on the film, the teacher of that group discussed some phase of arithmetic to which we gave special attention. "The Importance of Oral Arithmetic," "Evaluative Devices," "Correlation with Other Subject Areas," and "Individual Differences in Abilities" are examples of the subjects discussed.

The results of any activity that requires school time warrants a thorough evaluation. The evaluation,

of course, should be made in terms of sound objectives. Documentary evidence of success is not available in evaluating some objectives. It was observed, however, that a strong interest in the subject was created and maintained; that many opportunities were created for oral expression and creative growth. Improvement in public relations was evidenced in the complimentary remarks made by the patrons.

The objectives to improve the instructional program and to increase the rate of learning in arithmetic may be evaluated by the comparative results of two standardized test results. The Stanford Achievement Test, Form "M," was given to each child on September 25, 1958. Six months later Form "K" of the same test was administered. A comparison was not made in the first grade as the first test was a readiness test. Following is the median grade level achievement as revealed by each test and the advancement made during the six months between tests:

Grade	Sept. 25, '58 Median Score	April 14, '59 Median Score	Advancement
II	2.32	3.1	7.8 mos.
III	2.95	4.0	1 yr.
IV	3.80	5.35	1 yr. 5.5 mos.
V	4.50	6.20	1 yr. 7 mos.
VI	5.70	6.95	1 yr. 2.5 mos.
VII	6.50	7.60	1 yr. 1 mo.
VIII	7.95	9.80	1 yr. 5.5 mos.

Another evaluation was made through the study of test results. The highest ten scores of the first test were compared with the scores of those same students on the second test. It was found that the average advancement made by the top ten in all class groups was *1 year, 1.4 months*. Likewise, the scores of the students in all class groups that made the ten lowest scores were compared with those students' scores on the second test. This revealed the average achievement was 1 year, 1.6 months, or .2 of a month higher than the advancement made by the top ten.

Another standardized test result was made available to us. The S.R.A. Test given to the seventh grade near the end of the school term showed the class median in arithmetic to be *8th grade and 7 months*.

We conclude that the tests revealed a very satisfactory over-all growth in arithmetic. We reasoned that the extensive use made of concrete and semi-concrete aids accounted for the growth made by the slower students in the subject.

Some insight may be gained on the value of stressing the subject of arithmetic and on the public display by telling what various groups thought of it. Teachers were asked to make an evaluation of the Arithmetic Mecca. Following are some selected quotes taken from these evaluations:

A first grade teacher wrote, "I believe the Arithmetic Mecca was a success as an inspiration to children, a means of professional growth for the teachers, and an aid to better public relations."

A second grade teacher: "Attractive displays such as were provided for the Arithmetic Mecca are sure to inspire children and to make them want to learn more—"

Another second grade teacher wrote: "All the parents of children in my room were present and were enthusiastic about the children's performance in explaining the various aspects of the number program."

"I gained an insight from the display on how and what is being taught in the grades below and above the grade I teach—" was expressed by a third grade teacher.

A fourth grade teacher said, "The Arithmetic Mecca presented itself as an invitation and a must for research—"

A fifth grade teacher: "The children learned that arithmetic was more than just a page of problems to be worked—"

A sixth grade teacher concluded, "To make a composite picture—I feel the parents, the public, and the pupils were proud and pleased with the Arithmetic Mecca—I was."

From an evaluation made by a seventh grade teacher: "If weaknesses existed, they were certainly counteracted by the good will we created on the part of our patrons."

An eighth grade teacher wrote: "This was an excellent means of bringing the school and community together and I believe a very large majority of the parents appreciate their school more after having seen and heard the presentation."

As the school principal, I would term any school activity successful which was attended by at least 90 per cent of the school patrons. I think we were successful in studying and displaying work in an academic subject and in using it as a means of focusing public attention on the school. I do not think the affair was an end within itself, but as an origin of an ongoing effort to improve the instructional program in arithmetic.

Parents complimented the display very highly and expressed amazement in the progress made in teaching arithmetic since they were in school. Not one critical remark was heard from the 700 school patrons that attended the Arithmetic Mecca. One patron said at the exit of the auditorium, "I now agree with Pythagoras, the Greek philosopher, 'in the belief in numbers as the ultimate elements of the universe.'"

A Home Room, Club, or Call-It-What-You-Will Experience

FREDERICK W. FORBUSCH
Stewart Indian School
Stewart, Nevada

For twenty years I had taught Arts and Crafts at the Stewart Indian School. My classes had always been small and were elective.

One week before 1958-59 classes were scheduled to begin, the principal sent for me and informed me I was to have a home room.

I was to have thirty-six boys and girls report to my classroom each morning at 8:45 and stay until 10:30, at which time they would go to their next class. In fact I was to have a full schedule five days a week; in all one hundred and twenty students would attend my classes each day. Upon inquiring why the abrupt change in my schedule, I was told that there was an imbalance of students at the high school level. The ninety-eight freshmen had to be broken up into three classes; there would also be two classes of sophomores. Another reason was that many of the new students were Pimas and Papagos, who had never before attended a boarding school and they would need quite a lot of sympathetic understanding and orientation.

I accepted the challenge and challenge it was! The first few days were bedlam. It took most of the period to get them settled, sixteen boys and twenty-one girls. Eight had attended Stewart before and I had their record folders; the other thirty were new students. When I inquired at the school principal's office about the new students' individual folders, I was informed that there were none; in fact, I would have to build them myself. Getting their names, addresses, tribe, age, parents' names, age, occupation, for the folders was comparatively simple; however, information as to their grades and achievements was almost impossible to ascertain because the majority had not attended school regularly; some had not been in school for two years.

The next step was to organize the group, elect officers and formulate rules of conduct and behavior, stressing the importance of self-discipline. The officers were instructed how to conduct a meeting, keep records and on the responsibilities of leadership. The Hopi girls proved the most dependable officers. The class

was purposely kept on as informal level as possible since the majority of students were from broken homes or were orphans. Many of these children had developed negative attitudes toward society and any form of authority or restraint concerning their behavior and were rebellious and sullen.

We were now ready to begin a relationship that was to last all year. Each student could choose his or her art project from the following crafts: leather craft, woodcarving, shellcraft, lapidary, plastics, painting, drawing, metal craft and beadwork. Some were very talented and were interested in their creations, while a minority were just not interested in art or school in general and with three I never established a rapport.

After the first week I knew all my students personally, had visited individually with each one and had advised them that in this class there would be no compulsion regarding their work. Some did not want to do anything. I did not push them. However, after seeing the creations of the other students, they shortly were busy.

We were soon planning extracurricular activities such as class parties, cake sales to raise money, show parties and rabbit-hunting expeditions. Since the regular academic classes were dismissed at four o'clock and the evening meal

was served at five, we organized a club for one hour called the Four-to-Five Club. Any student who was a freshman or above could belong. It was entirely voluntary. So many came that we had to divide the classes and rotate the days they could attend. It was truly a successful social adjustment experiment. Some worked on art projects, while others watched or visited. All the various tribal members mingled and much of the old tribal hatred was forgotten and many new and lasting friendships were made.

Some of the older students had been my former students in their freshman and sophomore years; they worked on their projects without my help and in turn they helped the new students. This gave me time to visit and listen to their many problems. They told me about their tribes, their reservations, their customs and parents, their likes and dislikes, their problems and ambitions, their boy or girl friends. Obviously, I soon became the symbol of a friend and counselor.

For twenty years I had strived for perfection in the various art projects. Today this ambition is secondary and the teaching of social adjustment that will lead to a normal, meaningful life is my objective. And the home room, club, or call-it-what-you-will offers a natural and excellent setting for the development of this ambition.

Practically all articles on the student council are of the happy and laudatory type, and probably very properly so. However, we need stories of failures, too, in order to locate possible weaknesses and avoid dangers. Here is a depressing picture written by a student council member who, for obvious reasons, must remain anonymous. We hope his principal—and all other sponsors, too—will read it.

Our Student Council Is Over-Sponsored

OUR STUDENT COUNCIL IS SICK, VERY SICK. Worse yet, most of its members do not realize that it is sick, very sick. A few of us have read pertinent books and chapters and some of us have attended student council conferences and read the reports of these and others. So I, personally, do have some knowledge of council ideals and procedures, and two years of experience as a member, on which to base this humiliating evaluation.

The reasons why our student council is sick are, briefly, as follows:

1. The principal, its sponsor, dominates the council completely. (Undoubtedly, this domina-

Anonymous

tion is the main cause of all the easily observed characteristics of our failure.) Though outwardly encouraged, members have little real voice. What they suggest are things they believe are in line with the principal's ideas, things that will please him. Therefore they give little or no thought to the main goal of the council—to do things for the school; instead, their aim is to do things for the principal. Naturally, they have no initiative, no imagination, and no feeling of personal responsibility because no opportunities for such are offered.

2. Student council membership is too severely restricted. Candidates for membership in the council must have high marks and must have their petitions officially OKed by their home room teachers and the principal. Naturally, then, the emphasis is upon pleasing these individuals. The main stress is upon scholarship, not upon school service or citizenship.

3. The council does not enroll real student ability. In our school, as in all others I suppose, there are many boys and girls who have worthy ideals of service and organizing and promotional abilities who cannot qualify under the restricted membership requirements and so their ideals and talents go uncaptialized.

Undoubtedly, if these were elected they might make the job of "sponsoring" (bossing) our council more difficult because of their ideals, talents, and initiative.

In a word, while the principal wants a body that is found in all high schools (in order to be "modern") he wants one that brings no headaches, makes no mistakes, jumps when he calls, and stays under his thumb. And he has one—that accomplishes nothing.

4. Election to the council is considered largely only a "High Honor." Our council is really a sort of honorary society only. Although it gives lip service to the ideal of school service its program of activities is too small to be noticed. Even this "honor" idea is played up highly in our school newspaper and yearbook.

5. We have no schedule or program for the term or year. Our council lives on a meeting-to-meeting diet. True, we have a few standing committees and an occasional temporary committee, but these are generally ineffective. They must clear their ideas and activities with the principal first. If he approves, these are "reported" to the council.

6. Our meetings are of the "discussion" type. We talk and talk and talk, pretty freely too, but everyone knows that little in the way of organized plans and projects will come out of all this talk. Such an arrangement suits our sponsor who always beams about the value of free and open discussion. But he doesn't seem to want this discussion to jell into definite projects and promotions. So we talk a great deal and do nothing.

7. Our meetings are too correct, parliamentarily speaking. We "go by the book" literally.

Our busiest officer is our parliamentarian, a good one, too, incidentally. But the emphasis in our meetings is upon order and form rather than upon practical projects. Here again, our sponsor always beams about how we are learning parliamentary procedure. But our council should be an active body in the service of the school, not a class in parliamentary law.

8. Our council has no financial responsibility. Here again, the sponsor decides on the ways in which money is to be raised, handles the money, and usually spends it without proper council authorization. He merely reports to us what he has done, and that's that. Our treasurer, like all the other officers except the secretary and the parliamentarian, is only a figurehead.

9. We have no publicity committee or corresponding activities. Of course, we do not need such a committee because we do so little. Or perhaps it might be better to say that we need an exceptionally talented one in order to magnify the few things we do do. Maybe if we had a good publicity committee it would pressure us into doing something for it to give publicity to.

10. Our school does not respect its student council. Why should it? What has the council done to deserve student respect? Even those members who have a few ideas concerning what the student council should be and do don't respect it either.

Some of us attend student council conferences (if they are held nearby) but our sponsor rarely goes with us; usually he sends a teacher "to look after" us. Naturally, after learning about the councils of other schools we return home the most distressed young folks you can imagine. Once back, we never have an opportunity to report to our school what we did, saw, or heard at these conferences. Our attendance at them brings nothing to the school, only extreme dissatisfaction to ourselves for having attended.

Is there any hope for our student council? There is not, as long as it is over-sponsored as at present. Nor do I believe that the appointment of another sponsor would help matters as long as our principal holds to his present mistaken ideas of the place of a student council.

So, after two years of "service," next term I am not going to run for re-election to the student council. Such membership would continue to be only a waste of my time.

Sad to relate, there are some home rooms today which do not contrast with those of thirty years ago. Whose fault?

The Home Room Then and Now: A Study In Contrasts

I

It was a warm spring day 30 years ago and the time was 8:20 in the morning. The clang of a bell echoed down the corridors of the high school as the last stragglers dashed into their respective "home rooms." These almost-late students were usually fellows who had lingered too long outside the door of the lady-friend's home room about a block down the hall. That early morning bell was the only thing except a stick of dynamite that could separate the lovelorn.

It did a good job too, because if you were late to home room you were in trouble—the unproud recipient of one "demerit." Five demerits bought you a trip to the vice-principal's office and five more paid your way into that holy of holies, the principal's office. Since the principal was but little less than God, you stayed out of his way as much as possible.

Once inside the home room you took your assigned seat, and anyone in the know could tell just what kind of individual you were from where you sat. The loudest-mouthed extroverts sat in the front-row and the Caspar Milquetoast people sat in the back row, with various grades of both meeting somewhere in the middle. Having arrived and having sat, all you had to do then was listen.

The first thing you listened for was the sound of your name, and when you had responded with a resonant "here" you had fulfilled your vocal responsibility for the home room period. What's more, you had added a percentage point or so to the average daily attendance, thereby increasing the school's income for the next year. But your listening time wasn't yet ended.

About five minutes after roll call a most peculiar noise emanated from a most peculiar-looking contraption located in a most peculiar place at the front of the room. The sound had all the aspects of a demented hare-lip muttering to himself while frying an egg. It was, of course, the principal reading the daily bulletin over the

WILLIAM S. LINN
Yerington High School
Yerington, Nevada

public address system. The voice from on high entered the home room through a horn-type loudspeaker which rested on a shelf about six feet off the floor immediately behind the instructor's desk. Since the home room teacher in this case was about six feet seven inches tall, a rather fetching illusion could be seen if (1) you happened to be sitting directly in front of him and, (2) he happened to be sitting up straight. With his considerable wheelbase unfolded he looked for all the world like a man with two heads, one on top of the other. More accurately, he looked like a man with one head and built-in facilities for another. Fortunate indeed were those students who, by virtue of the seating arrangement, were able to view this awesome sight.

Once the tumult and the shouting had died and the principal and his daily bulletin had departed, you were a free agent—as long as you didn't do anything but study. The teacher was getting ready for his first-period class and you were supposed to be preparing for yours. Of course, if you were one of those seldom-met eager beavers who had done his first-period homework, you could brush up on the assignments for periods two, three, four, five, six, and seven. And if you were a super eager beaver who had done *all* his homework—there were three in the whole school—you could sit and look out the window. If you couldn't see out the window, you could just sit.

This purgatorial experience ended at 8:40 and you were on your way to the heavenly bliss of your first-period class (if you had done your homework) or to an experience at the opposite end of the theological scale (if you hadn't).

The "home room" of 1930, in one school at least, compares with the accepted 1960 version about as well as a Model T Ford compares with a present-day Lincoln Continental.

II

"... With the present trends in guidance—individualization and decentralization—the home room has acquired an importance and a significance second to no other setting or opportunity in the school."¹

"... The home room is the counterpart of the home in the school. It consists of a group of students and a teacher who meet together frequently during the school year. Close, warm and personal relationships should prevail between the students and teacher. . . . The true home room should stress mutual respect for each individual, the development of the 'whole adolescent,' 'learning by doing,' and many of the other concepts that appear so often in the literature of modern education."²

It is again a warm spring day and the time is 12:45 in the afternoon, the first period after lunch. The clang of the bell sends the stragglers scurrying to their various home rooms and a quick glance at your "home away from home" shows that all 27 of your freshmen are in their places. A head count does the trick for there are no assigned seats in the home room. You mentally congratulate yourself and your students because tardiness has been a problem since the home room period was incorporated into the schedule last fall. To make a place for it, ten minutes were taken from each of Friday's six periods, leaving the lunch hour as the only constant and giving a full period to home room activity. The students gradually have become adjusted to this weekly departure from the usual schedule and tardiness is now the exception rather than the rule. Persistent late-comers are few because all the youngsters know that tardiness will be considered when the teacher enters their "non credit" grades on the permanent record cards in the principal's office.

Having checked the roll and "shushed" a couple of too-vocal boys at the back of the room, you consult the home room activity sheet for the day, then nod to the member of the publicity committee who will read the daily information sheet from the principal's office. (The information sheet is always read during the first afternoon period, usually by the teacher, except on Friday.)

While the pearls of great price are being transmitted to an enthralled (you hope) audience, you glance again at the activity schedule. You note that the assembly committee will be busy planning the program for your home room's presentation at a student body meeting two weeks hence: ten youngsters will be working on a skit at the back of the room; three girls will go to the art room to work on posters under the supervision of the art teacher who has no home room responsibilities; and four boys—the "stage crew"—will go to the auditorium where the dramatics instructor will help them lay out a stage setting and teach them how to operate the switchboard. Five students (respectively members of the social, publicity, safety, school service and newspaper committees) will be working individually writing summaries of their permanent committee's activities during the year for inclusion in the home room's scrapbook. Four more (a separate temporary committee) will be going to the library where the librarian (whose cooperation you have enlisted) will help them find resources which (again, you hope) will lead to suggestions for more home room activities and committees next year.

A little mental exercise in arithmetic shows that you'll have 26 busy people during the hour. The 27th will be busy too, studying: a rare departure from the school's policy that the home room is not to be used as a study hall. Number 27, a boy, has difficulty with his academic work. Moreover, he has an after-school job in a gas station that adds much needed income to the family bank account. Hence he is permitted to study during the home room period. At the moment he's working on a general science project which will be incorporated into the home room activity. He's going to build a "strobe light" which he will demonstrate to the whole group. (Interestingly, the entire class, without a word from you, recognizes that this lad needs study time and never once has it been suggested that "you let so-and-so study in here; why can't I?" Pondering this, you are reminded—as you have been time and time again—that adolescents are pretty wonderful people.)

The "town crier" having finished his pitch, you hand out the pass slips you had prepared during the lunch hour and most of your charges are soon en route to other parts of the building. Your job today will be to meet with the assembly skit committee and en route to the back of

¹McKown, Harry C., *Extracurricular Activities*, The Macmillan Company, New York, 1959; p. 49.

²Miller, Franklin A., Moyer, James H., Patrick, Robert B., *Planning Student Activities*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1956; p. 173.

the room you pause for a word with the students who are working individually. Those who are preparing committee work summaries for the scrapbook are hard at it. As you pass number 27 you are reminded that you are due for a counseling session with him next week so you return to your desk and make an appropriate entry on the activity sheet. As you again pass his desk your eye catches the intercom speaker high on the wall, silent so far this afternoon. You are reminded of another home room and another loudspeaker which had a part in your life nearly three decades ago, and a sort of wistful smile passes over your face. Number 27 sees it and

because you've come to know each other very well during the past year, he's bold enough to ask, "What's so funny?"

"Nothing particularly," you reply. "I was just thinking of a teacher I had a long time ago, a fellow who looked sometimes as if he had two heads."

Number 27 looks slightly bewildered for a moment, then says in a serious voice, "I know some teachers who could use two heads."

As you take your seat in the committee circle you ask yourself: could he have been talking about me? Then (hopefully) you conclude he was not.

Is January too early to begin to plan a school garden? Not according to the way in which these Brooklyn young people do it. Here is an idea and plan which can be used by almost any type of school in almost any kind of community.

The Brooklyn Children's Garden

DON'T LET ANYONE TELL YOU that the only plant that grows in Brooklyn is a tree. The Children's Garden at the Brooklyn Botanic Garden has been flourishing since 1914. It has become a model for all civic minded groups who want to encourage children to study plant life and learn to garden.

Through individual gardening projects and experiments, children from the age of nine or more are taught to develop interests and skills that continue through their lives. The program is not aimed at the much heralded "underprivileged," but for all children who might gain from working with living plants and with their fellows. Many children return year after year to work in the greenhouse, and to plant and harvest in the Children's Garden. Many children have attended these classes for over seven years.

The original Children's Garden area, approximately one-half acre, was divided into 136 small gardens, but in 1957 another quarter acre was added and divided into an additional 66 gardens. This past year approximately 400 children participated in the program. Each child is given a small piece of ground to work by himself or with a partner. In recent years, two children have been assigned to each garden, partners of choice if possible. Girls work with girls; boys with boys. Vegetables have proven to be the most popular with the children, both from the point of view of the useful crop and the variety of plants available.

PHYLLIS A. RUSSELL
Theodore R. Sills and Company
New York City

For many years the gardens were planted from a pattern plan drawn by one of the teachers. Such a plan is now in use for the smaller gardens (8' x 10') for new gardeners and for the younger children. An 8 x 10 foot plot allows for several rows of different kinds of plants, and by having a path all around the garden, the children's feet are kept from the close growing rows. The older children have been encouraged to draw their own plans, and last year about 110 pairs of children prepared their own planting plan. (This is a great deal more work than a set graded plan, but from an educational point of view it has proven to be very effective.) These plan-makers are provided with a list of crops from which they can choose.

Preparation for the garden year starts in January when a group of older boys and girls are invited to draw the plan for the annual flower garden which borders the vegetable field. In February, children of the previous season are invited to enroll and pay a small registration fee for the whole season, or for the Spring classes, as their family plans dictate. For five or six Saturday mornings, they attend classes indoors, planning the gardens, working in the greenhouse, sowing tomatoes, cabbage, lettuce seed, and trans-

planting the seedlings that will eventually be put out in the annual garden. The outdoor gardening area is actually plowed by one of the Garden gardeners, and the strings laid down to mark the small gardens by members of the Instruction Department. Whenever possible this is done ten days or so prior to Planting Day so there is a Saturday on which children can help dig and rake the paths, particularly for the younger children. Older children do their own. The Botanic Garden supplies the seeds, fertilizers, and tools. Good, small-sized tools were purchased in 1917 and many of them are still in use at the present time, for taking care of tools has been an important part of the whole gardening project.

The big event in Planting Day which is usually the third or fourth Saturday in April and during the Saturdays in May and June the children go directly to the Garden House and work out-of-doors, caring for their plants.

As crops are mature for harvest, they are taken, counted, weighed, and the total registered so that each year there is a record of what is taken from the individual garden plots. When school ends in June, the gardening schedule changes to week-days. Each child is encouraged to come twice a week during the summer to harvest and care for his garden, to learn about the flowers that are growing in the border and to do some of the extra work that is necessary in maintaining the permanent planting.

Through the summer, as the crops mature and a row is cleared, domestic rye grass is planted to cover the ground and to keep down the weeds. This is plowed under later in the fall. Although gardens in this region will produce well into the fall, it has been found that it is better to close and clear the Children's Garden before school starts in September.

This gardening program has proven to be most effective and rewarding in teaching children the basic facts about the wonders of this earth on which we live. The National Garden Bureau, educational branch of the American Seed Trade Association, in cooperation with Frances Miner, Curator of Instruction at the Botanic Garden, would like to encourage other communities and groups to undertake similar projects. A plan for 8' x 10' scale model of the garden, along with planting directions, is available on request to the National Garden Bureau, 124 East 38th Street, New York City.

An Assembly Program Utilizing a Fashion Show

KATHERINE M. BUTLER
Del Paso Heights
Sacramento, California

In order to give publicity to the homemaking department, one couldn't decide on a more appropriate and appealing program than a fashion show for the school assembly. Themes, mode of presentation, and types of clothing shown vary widely, but the end results in improving public relations and of publicizing the work of the students are worth the effort expended. For these and other reasons, my department planned a fashion show. Originally we were to provide the program for the high school P.T.A., but because of the charm and appeal of the production, we were asked by the vice principal to present it at a special assembly the next morning. With the permission of the shop owners who had been generous in loaning us their best fashions, we were able to show them again as requested. I have no doubt that many girls enrolled in Clothing the following semester simply because of the appeal of this show, appropriately called "A Spring Dream." I felt that the publicity both outside of school and within its student body was very favorable to the growth of the department.

Because it was early in the spring, the committee which met to plan the show with me decided to show spring and summer fashions with a grand finale to consist of the prettiest graduation dresses available. Continuing the discussion, the girls decided it would be appropriate to include boys' graduation suits as well. One of the girls suggested that a few children's fashions should be shown, since so many attractive models of garments were available. Thinking over the possibilities for a theme, the group finally chose "A Spring Dream," from which they developed a very attractive little plot. Busily engaged in scribbling something during our discussion was an especially alert freshman. Not many minutes elapsed before she handed me the paper, and I was pleased to find that she had written a very nice little introduction to the show, at the same time jotting down her ideas for the moon dreamer, St. Peter, and the Littlest Angel. Using that as a nucleus for the show, the com-

mittee completed writing and planning the show around her ideas.

The following day the class discussed the committees that would be needed in addition to the planning group, and decided on the following:

1. Contact Committee, to visit the shopowners regarding permission to borrow certain garments, giving the names of the girls expected to model. These girls also arranged a pick-up time and date.
2. Trucking Committee, to plan pick-up of clothing from the various shops, assigning one car, one driver, and one assistant to each shop.
3. Tryout Committee, to select the best models for the fashion show. Girls in the homemaking department from the seventh through the twelfth grades were asked to participate, and twenty-four models were eventually chosen.
4. Research Committee, to obtain information on fabrics and design at the various shops, and to secure magazine references on make-up and grooming. These girls made notes on the garments to be shown, with the help of the sponsor.
5. Committee on Stage Setting, consisting of an especially talented girl from the eighth grade and a sophomore boy who was enrolled in boys' foods and seemed interested in helping.
6. Committee for Tables, since the P.T.A. members wished to have card tables throughout the auditorium. These girls helped prepare the attractive candles with crescent moons pinned on with pretty bows, as well as set the tables with pink lace paper doilies, scalloped napkins, and silverware.

Working in small groups, the girls accomplished a great deal and learned something about fashions and modeling. Time was devoted to practice in modeling each day for two weeks before the show. Script-writers were busy gathering descriptions of styles from current magazines to add flair to their material, while appointments were made during the last week for individual models to be fitted at each of the shops. Because of the last-minute rush, it was very difficult to complete all of the scripts needed to describe the clothes. This was a necessary evil because we didn't want to spoil sales for the shopowners by fitting the girls any earlier. We all agreed in unison that we couldn't delay the fittings at future fashion shows, regardless of sales opportunities. The hectic rush of preparing these last-minute descriptions is something the girls shudder at remembering.

The Script Committee were the ones who decided to secure child models, since they wanted to add variety to the program, and it was they who approached a second-grade teacher about which children would be most likely to model well. One boy and two girls were chosen from this department, while a little fifth-grade girl, attractive as she could be, begged to model one

of the fashions. The wisdom of the committee in using young models was evident, for the kiddies were a hit.

The theme of the fashion show was a little more elaborate than most, and was developed around a lovely girl, the "Moon Dreamer," who seemed to float in a cloud of nylon and tulle while sitting on a satin cushion high up in a gilt and sparkling crescent moon. The stage set committee worked very hard to create an illusion of filmy clouds, and everyone agreed it was a very beautiful set.

At the last moment, a senior boy volunteered to handle the stage lighting for us. One shopowner and one mother helped train the models, and we were grateful for their help. Final rehearsals were held in the multi-purpose auditorium, but we had to omit the dress rehearsal except for members of the cast. Before the show, the local jeweler came to set up a table of jewelry exhibits, and the seventh-grade girls set up the tables. The clothing procurement committee arranged to hang the dresses in the library adjoining the auditorium, while mirrors were placed in another room down the hall to facilitate dressing. Several mothers arrived a little early to help the girls dress, and all of the shopowners with the exception of one came to supervise their garments. To them it was a valuable advertising experience, and they appreciated our interest in their clothes. Naturally, we instructed the girls in the care of the garments, since we wanted nothing damaged. The only loss was of a pair of borrowed shoes, which we replaced.

We had announced the show in the school and local papers a week earlier, and of course all the girls invited friends and neighbors to attend the P.T.A. showing. None of us was prepared for the huge crowd that gathered, however, and it was very disconcerting to the seventh-graders to have to help push the tables out into the halls in order to make room for a hundred extra chairs. Later the girls agreed that the thrill of having such wonderful attendance was worth the disappointment, and compromised by serving the refreshments in the buffet style to the throng out in the hallway after the show.

As an introduction to the show, the theme was introduced by St. Peter and the Littlest Angel, a freshman girl of tiny dimensions, with the assistance of the commentator. With the drawing of the curtain, the Moon Dreamer was

revealed high in the crescent moon, the spotlights creating a delicate aura of blue light upon the scene. At this and other points during the show she sang several soprano solos, such as "You Tell Me Your Dream," "Dream," and "When You Wish Upon a Star." Two other soloists, an eighth-grade boy and girl of no mean talent, also assisted in creating special musical effects. The boy's "Down the River of Golden Dreams" brought down the house. The girl sang "You Tell Me Your Dream" beautifully also.

The following is a portion of the script used to introduce the show. Dittoed descriptions were distributed to the shop owners, the sponsor, the dressing rooms, the backstage crew, the pianist, and posted on the wall in the hall the evening of the performance. Of course the commentator had one too, and modeled a lovely gown from one of the shops herself. Large placards advertising the name and location of each shop were in readiness to be placed on a tall easel on stage and were used during the showings from each of the shops.

Following the welcome and mention of each shop and the owner, as well as the location and general type of merchandise offered, with appropriate thanks to all of them, the commentator continued from her place in front of the partially closed curtain on stage:

Comm.: We now take pleasure in presenting our "Heavenly" fashion show for your approval. . . . But let's take a look to see what the excitement is about just now! (St. Peter, dressed in appropriate flowing robes and a long beard, steps through the opening of the curtain. . . . The Littlest Angel rushes from the audience and up the stairs to the stage toward him. . . .)

Littlest Angel: (Breathlessly but happily) Oh, St. Peter! St. Peter! (Clasps hands in excitement, but keeps slightly faced toward the audience.)

St. P.: (Arms crossed, looking solemn but haughty) Ye-es . . . what is it?

L. Angel: She's doing it again! She's doing it again! Please, let's go and see!

St. P.: (Warming up a little) Now, now, take it easy and tell me slowly just what is happening. . . . Whom do you mean by "she"?

L. Angel: I mean Starita, the newest starlet. She is dreaming of Earth and beautiful clothes

again! And she has such *wonderful* dreams! May we go see them? Please!

St. P.: (Smiling) Well, come along and we shall see what these dreams are all about. (He takes her around the shoulder and they go off together through the curtain and off stage. Curtain is closed quickly.)

(Commentator takes position on left stage at microphone and slightly to the side of the easel before the curtain is opened again. This must be accomplished quickly in order not to disturb the flow of events.) (Curtain opens. Starita is seated in the moon, in position for her soprano solo; pianist begins "You Tell Me Your Dream" and Starita sings. Concluding the solo, she stretches dreamily and relaxes on her flower-strewn satin cushion. Clad in a flowing nylon negligee over a matching slip, she wears rosebuds in her shining hair and truly looks like a dream girl.)

Comm.: Isn't she *Dreamy*? I wonder what she is dreaming about. . . . (Turning, the commentator sees the first model approaching from behind a stage-set cloud which rests on the floor and seems pleasantly surprised.) Ah, here comes a lovely starlet now, Lynn Bitler, in a perfectly *dreamy* dress! I wonder *where* it came from!

L. Angel: (Comes from rear door of stage with a placard saying "Shadow Box, Tahoe Valley" on it, and places it smilingly and gently on the easel. She stands quietly beside the Commentator where she can watch the starlet model offstage, when she makes this comment.) You will find these earthly fashions at the Shadow Box below the Y in Tahoe Valley. Mrs. Farrand and Mrs. Burch, the owners, will be very happy to serve you. . . .

Comm.: This lovely new fashion modeled by starlet Lynn is done in a lovely rose tone. The fabric is Town Clock, a lovely everglaze sateen designed on Empire lines. The bodice has an accent trim of white embossed cotton and edged with tiny buttons. A group of pleats borders the back panel, while the pert bow creates a lovely effect. The interesting neckline is featured high in front and low in back. The price: \$12.95. Thank you, Lynn. . . . Now here we have starlet model Judy Chism, seen here in an adorable 3-way sundress, styled by Ramar. Sundresses as pretty as this will play a leading role here at Lake Tahoe where it is such fun to spend lots of time out in the sun! This model is available in charcoal, rose, or blue floral print on a

white background, in sizes 10 to 18, and costs only \$8.95. . . . Thank you, Judy. . . .

And so go the commentaries on a wide variety of garments from each of the five shops, each accurately described, with a grand finale of evening and party dresses from each shop. At the conclusion, the commentator thanked the pianist, the shop owners, the beauty salons who donated the hair styling, the jewelry firm that donated the costume jewelry for the occasion, and the models. A drawing of winning tickets for the door prize was held, with the little models

doing the honors. Following the giving of the door prizes, the girls surprised the sponsor by presenting her with an orchid. It was all a fine experience, and every one of the cast and the models expressed delight at being able to present the show for the assembly next morning. After the crowd had cleared away and the models had changed their clothes, we all gathered to celebrate the success of the show in the Homemaking room. . . . So now we have an incentive to try a fashion show again next year. . . . maybe.

Undoubtedly one of the reasons why the business man considers the average teacher at or near the bottom in business acuity has its roots in the slipshod financial handling of the school's activity program. This program, like Topsy, "just grew up." Its financial part grew much more slowly and in many schools even today is not yet "up."

Financial Aspects of the Activity Program

WHO PAYS for the High School Activity Program? Today's alert principal, confronted by this perennial problem, recognizes the importance of activities and is aware that the manner in which the problem of finances is solved is a determining factor in the educational value of the program.

Organized co-curricular activities in the secondary schools of this country are largely the product of the last twenty-five years. In Europe and in Great Britain they were recognized as an integral part of the curriculum long before this. Student participation in government had its beginnings in Greece, and publications, dramatics, debate and similar activities have all had some place in the English secondary schools. Even in interschool athletic contests, which we are prone to think of as "our baby," we find England first reported an interscholastic football game in 1878—two years before any mention of such a contest in the United States. By 1920 approximately 50% of the schools had some form of assembly, baseball, track and field, basketball, the yearbook, and musical activities other than the band.

There is no clear-cut picture of what activities are in the secondary school at the present time. Some activities found their way into the program largely as a result of pressure by students—teachers—or community groups, and with no centralized direction. Today we are inclined to use "allied" or "co-" instead of the

LUCILE M. WEATHERFORD
Heppner High School
Heppner, Oregon

term "extra" in speaking of those activities which are not thought of as having definite subject matter areas, but which implement and re-enforce those areas and contribute to the student's knowledge, aptitude, and skills which the philosophy of the individual school sets forth as desirable.

It is not the purpose of this paper to go into any detail on the types of co-curricular activities, their place in the curriculum, the administrative policy, how they shall be directed, or eligibility rules, but rather to limit the topic to the financial aspects of these activities.

Who finances these allied activities? If we must have them, and we must, funds must be made available. The school activity program has grown up with no planning of its financial problem. The only concession made to it was permission to use the school plant and facilities.

Originally the individual clubs levied a fee for the privilege of becoming a member. Gruber⁹ lists eight ways money was raised. Certainly the sources of income have been almost as miscellaneous as the activities themselves. Every game, debate, entertainment, lecture, or dance had its own separate tickets or drive for funds. These fees were expended by the club for sup-

plies, entertainment and other activities which the members chose. When the treasury was depleted either the club disbanded or reassessed its members. The haphazard manner of collecting and disbursing moneys, and the resulting criticism, oftentimes defeated the primary purpose of the club before it had an opportunity to fulfill even part of its original purpose. Strange as it may seem, this type of financing is too often found today. There are two possible solutions to this problem.

One solution is based on the argument that the activities are as much a part of the educational process as the teaching of "solid" subjects (mathematics, English, history) and have, therefore, a right to their share of the tax money. Of course some activities, athletics for example, are by their nature revenue-producing (winning teams) and need little or no financial assistance. Others are wholly dependent on outside sources of income. Those proposing this solution are saying: If education is truly "free" then student body fees should be eliminated. The theory is accepted by most people but in actual practice it is not possible except in isolated instances. Clayton, Missouri and Bloomington, Illinois have been illustrations of this policy.⁹

In contrast Wallace²⁰ reports that in a survey of 173 secondary schools administrators those who experimented with ways of eliminating student body fees or greatly reducing the cost to students, reinstated the fee system after a few years. It appeared that the psychological effect of receiving everything "free" detracts from the intrinsic value of the activity. It is no doubt true that most students expect to contribute to a general fund.

The direct outgrowth of this has been the Activity Ticket which is sold to the student at the opening of school, and will give him admission to a number of events or activities during the year.

It is entirely possible that a fee covering many activities might be exorbitant to a large part of the student body. In such instances the fee could be reduced and the deficit supplemented by concessions and sales,¹¹ carnivals,^{21, 23} and the like. If this were not feasible, some of the more costly activities (yearbook) could be eliminated from coverage on the student activity ticket. Trytten²⁵ also suggests that those unable to purchase tickets should be provided with work opportunities that are adequate to pay for these

allied-curricular activities. There is need for keeping pupil expenses to a minimum.

The income so acquired is apportioned at once to the various activities in some previously agreed-to ratio. This fund forms the basis for the individual activity's budget for the school year. This method has several advantages. It gives each organization an assured basic fund upon which to formulate a budget, guarantees larger attendance at school functions, eliminates the necessity of innumerable high-pressure drives during the year, subsidizes activities which ordinarily have no support, reduces the cost of participation and implies an acceptance of a sense of responsibility for student funds.

That the hidden costs, especially for high school seniors, are high can not be doubted. Some writers have reported the average to be as high as \$278.¹⁹ This figure included pictures, gowns and rings which are not usually provided for in school-administered activity funds.

The fund for co-curricular activities is available. Who is to administer it?

The audit system and any one of three types of direct financial control are the two types of organization practice. The first leaves the actual handling of funds with the organization, but provides for a complete audit. Definite regulations may be set up for both the organization and the auditors, to assure common and continuous practices. This is much better than no control at all.

Formal plans and regulations may be set up in any of the "direct financial control" systems, but each calls for a central agency in charge of a financial secretary to control all funds of all organizations. A bank is usually the final depository of the funds. The most common types in this category would be: (1) the administrative office, (2) a faculty sponsor, (3) a school bank. Kelly¹³ discusses in great detail a school bank begun in 1940 to aid individual students and the school activity program in Ramer, Alabama where there were no banking facilities available.

Many writers^{1, 3, 5, 6, 20} report in detail workable systems of activity accounting which consist of the following:

1. The accounting system is centralized.
2. There is a school treasurer and a treasurer for each organization.
3. There is a faculty advisor—bonded.
4. There is pupil assistance to utilize practical teaching experience.

5. A standard uniform accounting system is used.
6. A yearly audit by a C.P.A. or a non-interested experienced accountant.

In practice, the treasurer of the organization involved would present to the central treasurer duplicate deposit or withdrawal slips, properly signed by him and the sponsor. The central treasurer would then accept the deposit, or draw a check for the amount requested, presenting the transaction to the Faculty Advisor for Student Body Funds for his signature. In this way the deposits are rechecked by the bonded faculty member, and the checks are not valid without his signature. The transaction completed, the school treasurer would debit or credit the organization's account accordingly. Monthly, each organization would receive a balance sheet from the central treasurer to compare with its own set of books. The larger the school, the larger the staff, as is indicated in Allen's description of the Morristown, New Jersey¹ or in Secoy's writings of Troy, Ohio²⁰ school's system.

Those who administer the funds need to know how to distribute them. What pro-rata is to be used?

In general each school should develop a plan which will fit its own needs. Kilzer¹⁴ suggests handling allied-activity funds through a finance committee composed of both faculty and student council members acting in an advisory capacity to the Student Council (the agency which will actually allot the funds). In order that this committee may function adequately, a budget for the next year's program should be presented by individual organizations some time before school closes for the summer. After the individual budgets and requests for funds have been submitted a school-wide budget would be decided upon by the finance committee and then presented to the Student Council for action. When funds available have been estimated, the money available could be allocated to the various organizations (percentage or a stated sum) remembering to leave an adequate "reserve" fund. It is the Student Council's duty to establish what types and amounts of expenditures can reasonably be made, considering "the good of all the students." A plan used satisfactorily in Shreve, Ohio whereby 1% of the money deposited is transferred to a general fund, is mentioned by Christy.⁷ Finally, the cost of next year's student

body activity ticket can then be calculated, and plans made accordingly.

From the tax-payer's standpoint, schools are "big business" today. The average individual of the community is becoming increasingly critical of the manner his tax dollar is being used. Any phase of the school's activities—curriculum—administration—is open to criticism, just or not, as the case may be. Evaluation has become a necessity. Literature is replete with evaluation references to activities in general; few are found to apply to the specific problem of evaluating the finances of pupil activities. The most satisfactory of these is found in *Evaluative Criteria*.⁴ This check list should be employed at the end of each school year to determine if the plan in operation meets the criteria as evidenced by the school's interpretation of the eight educational needs of youth.

In general it is agreed that the authority for and the responsibility of the activity program is the Principal's; consequently, its success or failure rests with him. The securing, administering and disbursing of the funds involved in such an undertaking is of great importance. Specific aspects of the financial program for activities will vary from school to school, dependent upon the individual situation. However, without exception the program, provided at minimum cost to the student, will employ only dignified, educationally valuable fund-raising activities, a centralized banking and bookkeeping system using good business mechanics, a yearly audit, and faculty supervision.

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The Expanding Challenge To The Home Room

CHARLES A. BROWN
Principal
Brighton High School
Brighton, Alabama

The home room has long since been considered a basic part of the student activity program. McKown¹ takes the position that extracurricular activities in their developmental aspect have been characterized by three stages: the period when they were ignored by teachers and administrators; the period when they were openly opposed; and the present period in which they are utilized to achieve many and varied recognized educational goals. Because of the rise of a positive faith in the attributes of extracurricular activities, they are growing both in degree and kind. The general rationale for the home room is to

provide students with opportunity to initiate and implement group activities in which they have interest and from which they receive educational benefit. Moreover, the home room period differs primarily from the other class periods, in that the role of the students in the home room changes from passive to active, while the role of the teacher changes conversely, with the teacher becoming counselor of the students.

It is generally admitted that the home room is too frequently confronted with difficulties such as:

- (a) being relegated to the role of performing routine administrative services (sponsoring drives of various sorts, collecting funds, and so forth)
- (b) inadequate amount of time allotted for this activity
- (c) a group too large for the teacher to secure intimate knowledge of each student
- (d) an apathy on the part of the teacher in giving stimulation and guidance to the home room group

In spite of the difficulties facing the home room, there are many factors which may be readily identified as assets. These factors have been responsible for the progress and development of the home room—the period in which teachers and administrators tend to utilize student activities in achieving the educative process for children and youth.

Many would agree that through the home room have come abundant opportunities for students to:

1. put democracy in practice in their action and interaction with their peers
2. develop leadership by leading in the work of various committees, and in many other projects
3. solve some of the problems which presently disturb youth
4. receive guidance from the teacher as to their present and future plans

After looking at both the basic liabilities and assets of the home room, one might well conclude that the expanding challenge to the home room can be met with some degree of adequacy. This possibility will be achieved, however, only if students, teachers, administrators, and others concerned will utilize the home room fully in its total import.

Youths today are growing up in a culture

¹Harry C. McKown. *Extracurricular Activities*. (3rd ed.) New York: The Macmillan Company, 1952, pp. 2-3.

where values are changing with great rapidity, where the influence and function of the home seem to be on the wane, and where choices with destructive and constructive results are multiplying daily. These youths are going through the process of maturation where they are forming images of themselves and of others. Almost tacitly youths raise a proliferation of questions, similar to these: What are the basic policies of our school? What subjects should I take? What occupation is best suited to my abilities? Should I go to college? Are the social graces important? How should I approach courtship? What does the role of world citizenship imply? What attitude should youth take toward obscene and pornographic pictures, slides, films, and literature? Will the ultimate dangers of atomic energy reach us? How may a free world be achieved and maintained in such a changing and mutable society in our time?

Certainly all of the home rooms combined cannot provide full and adequate answers to these and other questions coming from boys and girls; but dynamic and effective home rooms can help youths learn how to think about these and related problems which are affecting their destiny at an increasing rate of speed.

Primarily the home room functions to bring direct assistance to the students; however, there are some significant by-products of the home room that are obvious. By and large, voices friendly and hostile to the school will be reflected in the home room session. The atmosphere of a normal home room will vibrate with public opinion. Satisfaction and dissatisfaction with the school, its instructional program, its provision for extracurricular activities, its public relations, its discipline—conduct of students as an effect of inner values, and its faculty and non-professional personnel, will be revealed in the home room session, consciously and sometimes unconsciously.

Perhaps the greatest anomaly of the school today, which is dedicated to the training of youth for participation in a democratic society, is the lack of utilizing the home room more fully in achieving this desirable goal.

As time moves forward, those responsible for the home room must give serious thought to and appraisal of the home room in order that it may effectuate programs and activities which will give guidance that is sorely needed to meet the expanding challenge brought forth by a changing complex social order.

Are our schools going "awards crazy"? Are they encouraging the attitude that the material prize is the main end and discouraging the idea that the important end is the resultant student development? Should achievement in any and all fields of extra-curricular activity be officially and publicly recognized? If so, just how? What do YOU think?

To Whom and How Much Should Schools Give Awards

VISIT THE AVERAGE HIGH SCHOOL and pose the question, "To whom does the school or community pay the most tribute in the form of banquets, awards, and eulogies for their accomplishments?" Invariably and without reservation the answer will be the athletic teams and those connected with athletics.

Is there anything wrong with this practice? Is the writer opposed to it? Frankly, the writer is not opposed to it. Further, he believes there is nothing wrong with it, providing it does not stop at this point but also embraces the other areas of achievement. Unfortunately, however, all too

ALBERT M. LERCH
Northampton Area Joint High School
Northampton, Pennsylvania

frequently the achievements in the other school areas are bypassed or overlooked when special tribute or recognition is in order. The practice of honoring only athletes is one of the major reasons why many students feel one must be an athlete to count or be somebody.

Further, it is one of the main reasons why the rest of the school program for many years was cast into the role of being secondary in im-

portance. This is also one of the main causes for the disfavor with which many faculty members look upon athletics. They will argue, for example, that a student who brings honor to his school for some outstanding achievement whether it be in science, music, chemistry, declamation, and other areas is just as worthy of being acclaimed and honored as is a member of an athletic team. Yet, all too frequently, this has not been done in the past.

There appears to be a recent growing trend in many schools to spread the recognition for achievement to include the students in other areas as well as those in athletics. For example, many schools are now awarding letters for achievement in music, debating, science, scholarship, all-around participation in school activities, citizenship, leadership, literary, and other. Many schools conduct "Awards Day programs" at which time all school letter winners are honored at a special assembly program. Other schools have initiated the practice of honoring all letter winners, athletic and non-athletic, at a special recognition dinner in the spring. In many schools, however, it is still the practice to honor or fete only the athletic letter winner. The writer firmly believes that if schools continue to give awards or pay tribute, certainly fairness dictates that they should make it a practice to recognize and honor all student achievements, both athletic and non-athletic, on the same level. By doing this they will also promote a more friendly relationship between the various groups in the school.

In deciding upon what awards should be granted, great caution must be exercised that the awards do not defeat the purpose for which they are intended or that they don't become an end in themselves.

In support of the latter statement a principal described an incident which occurred in his office. At the conclusion of a championship basketball season, several players walked into his office. They inquired what would they "get" for being champions. The principal informed them he did not understand what they meant by "get," except that they would receive the usual banquet and school letter as has been the practice in the school for years. The boys stared at him momentarily and then one blurted "Is that all we get?" Before the principal could reply some of the group mentioned other schools they knew where the players were rewarded with such things as wrist watches, jackets, sweaters, clothing, radios,

and pleasure trips. The principal explained that such awards are not given by any school. Usually they are given by some group or groups in the community (a questionable practice).

The principal then asked each boy to state frankly his real purpose for participating in high school sports. All agreed they played because they enjoyed playing. They admitted they had a good time while playing. They testified it made school more appealing and interesting. They sheepishly confessed they would have played even if they knew they wouldn't have received anything at the end of the season.

The principal then pointed out some additional benefits they received through participating in sports. He mentioned the publicity they had received in the newspapers, plus the offers of athletic scholarships which some received and which could mean a college education. He mentioned the physical growth and development which they experienced. Too, there was the public acclaim they received, the thrill of basking in the limelight and being the toast of the town and of the student body. All these things he explained came to them as a result of participating in athletics. Had the school not sponsored athletics, they would not have experienced these many fine things. Frankly, he ended, "you boys owe much to your school for the many opportunities it provides for you to participate in the activities program."

Over a period of years most schools have noted a steady increase in the cost of financing their awards program. This has come about as more and more awards were being given for the various accomplishments in all phases of the school program. Actually it appears that everybody wants to be or should be rewarded for their achievements.

While the writer is not too concerned at the moment concerning this trend, still it does raise some thought in his mind and perhaps in the minds of school officials which merits serious consideration. For example, when the school gives awards for practically every thing students do, is this practice instilling an attitude in our students that they should expect to be rewarded or paid for every thing they do in later life? In other words, to put it more bluntly, is the school unconsciously cultivating the idea one doesn't do anything for nothing anymore?

This viewpoint appears to gain support when we observe how within recent years many public

service enterprises are in danger of failing because of the increasingly difficult problem of securing workers who offer their services voluntarily and without charge. Many parents report finding it an increasingly difficult task to get their children to run errands or do chores around the house unless they are rewarded financially. This also carries over into school work where children inquire of their parents, "What do I get for having an excellent report card?"

In most instances, the parents are to blame for cultivating this attitude because they initiated the practice of rewarding their child for having a good report card when the child was in the first grade. In the writer's own office a father once promised his errant son a sum of \$100 if he would pass the eleventh grade. Another father bought his son a car as a motive to get his son to study and attend school regularly. Ironically the son spends much time working on his car or driving around nights and still neglects his school work.

The writer firmly believes that the school awards program should not exceed the awarding of a school letter or certificate of merit. He believes schools should teach students through its school activities that the virtues of service, loyalty, and the joy and satisfaction one gets from participating are rewards in themselves.

It was his pleasure recently to be entertained in the home of one of his players of several years ago. At one point in the visitation, while recalling his years in high school, the former athlete left the room, reappearing shortly carrying a small package. Carefully, he unwrapped it. He brought forth three athletic letters which he had earned while in high school. He informed his visitor they were still in the same tissue wrapping in which he had originally received them. He held them up quite fondly and said, "I was proud the day I received these letters and I still cherish them highly."

Having this article in mind, the writer asked the former athlete whether he thought he should have received any other reward in addition to the letters. He looked at his former coach and replied, "My gosh man, I enjoyed every moment I played. I played because I loved to play. What other reason is there for playing? The enjoyment I got out of playing was my reward."

There appears to be a great deal of common sense in what the former athlete believed, that the enjoyment one receives by participating is a

reward in itself. In other words, why reward students for doing what they love to do?

The writer believes schools should not feel they must reward students for doing what is expected of them, especially as it pertains to awards for scholastic achievement. Society and parents require the children to attend school and gain all the knowledge possible. This knowledge in turn is to be utilized for the advancement of society and for the students' own security and economic welfare. Certainly the rewards the student receives in later life as a result of his education and attainments are sufficient rewards in themselves. Thus there should be no need to reward him in school for doing what is expected of him and which will benefit him in later life.

The same reasoning can also be applied to the non-academic areas of the school program. Surely many successful individuals in the field of athletics, dramatics, music, photography, science, and others can trace their beginning to the school. Here through the various activities provided in the school program they were given the opportunity to discover and develop their talents. Many of these individuals had their hidden talents discovered and brought to the surface by some coach, sponsor, or teacher.

At this point the writer would like to point out that there is, however, an important difference between the academic program and non-academic. The academic program is compulsory for all students, while the non-academic is strictly voluntary. By participating, however, in the non-academic program a student stands also to reap rewards in later years because of the training he received through participating.

It isn't the intent of the writer to condemn or disapprove the awards program presently existing in the schools. It is merely his intent to raise questions and initiate serious thought as to the manner in which award programs are presently conducted and whether equal recognition should be given to all students in all activities. He merely recommends—and strongly—that every school examine its particular awards program to determine whether this is serving the purpose for which it was established. Schools must determine how far they should go; where the line should be drawn concerning awards.

The writer believes that if schools continue to give awards they should include every phase of school life and on an equal basis. This practice will tend to ease some of the differences

and discontent which flourish between students, between teachers, and between activities. The awards that are given should be kept simple and inexpensive, preferably a letter or certificate.

However, at the same time, students should be encouraged to participate in school activities for the purpose of cultivating the virtues of service and the love of doing for the joy and satisfaction they get by doing. They should also be made to realize that usually economic security and a fuller life are additional rewards they reap as a result of their participation in the school program. Surely if our students leave our schools with these ideas instilled in them they and the world will be better for it.

Music Contests and Festivals

RITA WILLIAMS
Elko High School
Elko, Nevada

Music has been called "the fourth need of man" (after food, clothing, and shelter) and "the universal language." The school festival, a glorified music program, is truly a "need" of a well-developed music program. Contests or competitions have long been associated with music. Wherever there are Welsh people you will find musical competitions which they call the "Eisteddfod." The Minnesingers of the twelfth and thirteenth centuries held competition festivals. All over Europe the people have fostered contests in music. American music teachers use competition in order to motivate interest among students of music in their various locales.

Contests are among the most controversial issues in music education. There are the advocates of competition that claim the following benefits due to contests:

1. Higher standards of performance are set.
2. School and community support are better.
3. The need for better equipment is made obvious.
4. School administrators see good public relations building.
5. Parents become duly interested and see advantages socially.
6. Constructive criticism becomes apparent to both teacher and student.
7. In a state such as Nevada where everything is so far apart individual music instructors are welding good relationships between schools and standardizing and correlating sound music programs. (I am a firm believer in these festivals.)

Those who oppose festivals point out the following weaknesses:

1. They engender ill feeling.
2. A great deal of "extracurricular" time is spent in preparing these students for contests.
3. Too few constructive criticisms are given by the adjudicators. (This certainly is not true in our part of the country!)
4. Too little opportunity is given for hearing the performances of other groups. (We think we've found the remedy for this in our particular festival.)
5. The music teacher's position is in jeopardy if the students do not receive high ratings.
6. The festival trips and fees are quite costly and often take money needed for equipment, etc.

Every teacher must weigh the values and weaknesses of the contest in terms of his own school or community.

It has often been said that a club or any group of social intercourse is as good as it is organized, and so it is with the music festival. Competition festivals are organized and controlled in several different ways. First there must be close cooperation between the state music educators and the school administrators' associations in organizing and sponsoring music festivals. District festivals usually precede state festivals. However, distances are so great in Nevada that we organize only the district festivals. For example, our particular music festival is called the "Northeastern Nevada District Music Festival." After our date for the festival is set we then fill our applications and send in our fees along with entries such as soloists, ensembles, glee clubs, choirs, bands or orchestras.

Ratings for the festival over most of the country are taken from the Executive Council of the National Interscholastic Music Activities Com-

mission which are superior, excellent, good, fair, and poor or I, II, III, IV and V.

Contests materials are sometimes selected by a committee of high school or junior high music educators. In Elko County we allow the adjudicator to select the clinic chorus and clinic band music.

An adjudicator should be chosen on the basis of his knowledge of music education and should be familiar with the capabilities of high school students. The adjudicator should make clear to the student how his performance can be improved and should also encourage him by telling him what was especially good in his performance. The adjudicator's comment sheet will list such things as Tone, (beauty, blend, control); Intonation; Diction (if vocal); Technique (breathing, posture, precision, rhythm, balance); Interpretation (expression, phrasing, style, tempo); and Musical Effect (artistry, feeling on ensemble, fluency, vitality.)¹

Festivals do not take as much time in preparing the student as a contest would naturally involve. It is our belief that the festival is of much more benefit to the student. The student has many clinic experiences that help him to be a better musician. The weakness that may result in this type of festival may be a failure on the part of the teacher to see that the student is well prepared to play or sing the clinic music. It is not fair to ask an adjudicator to direct a clinic band or a clinic chorus and send him students that do not know their music. It is up to the music teacher to send for the clinic music well in advance of the scheduled festival and then see to it that the student knows the music well.

This year the Northeastern Nevada District music educators are re-organizing their festival program. Instead of one adjudicator the plan is to hire two qualified adjudicators. These judges will hear all of the solos and ensembles. One will hear the junior high groups and the other the senior high school groups. For the evening clinic performance the junior high and senior high groups will be under the same adjudicator that heard them in the morning. In this manner all solos, ensembles and bands and glee clubs will have been heard by the adjudicator who is familiar with their particular capabilities and no one will miss this individual clinic experience.

¹Official Adjudication Form, National Interscholastic Music Activities Commission, 120-16th Street, N.W., Washington 6, D.C. Copyright 1958.

Cool Conduct for Coaches

DUDLEY DE GROOT

A coach's behavior on the bench is a matter of interest to every spectator, as well as a significant influence on the boys he is coaching. If we sincerely believe in the sportsmanship claims which we make for our game, it logically follows that we should set an example in behavior for which we need never apologize.

Decisions of officials, which penalize our team, are most likely to throw us off balance and it is here that the real test of our self-control becomes a matter of public record.

If our action is one of jumping off the bench, dashing to the edge of the field, throwing our hat on the ground, or hollering at the officials, we cannot but help incite "our crowd" to follow suit and heap abuse upon the culprit of our emotional outburst. What have we achieved? Is he likely to reverse or change his decision? Are we inviting a fifteen yard penalty which will be inflicted against our boys? Meantime, the boys on our bench have probably joined us in abusing the official, simply because they have thoughtlessly followed our bad example.

If it was really a bad call, one which had direct bearing upon the final outcome of the game, neither the crowd nor the players will forget, and mutterings of, "We'll get the so-and-so after the game," will probably be heard. If the official made a mistake and the other officials on the field do not have the intelligence to see that it is corrected, there is little that can be done about it at the time. At the next officials' meeting, however, that "call" should be discussed until a decision is reached as to who was at fault.

Most Commissioners or appointive agencies have notified coaches that they are not permitted to question officials about their decisions at the time of the call, at half-time or following the game. The reason behind this is to avert the consequences which too often follow a "heated discussion." We should carefully carry out such instructions in the best interest of the game.

Furthermore, when we are questioned by newspaper and radio reporters about decisions which have been rendered, we had better be prepared to take full responsibility for whatever we have to say. Experience has taught successful coaches to avoid making any comments, other

than complimentary ones, about officials or officiating. There is nothing to be gained by such criticism; no decisions will be reversed; no scores changed. On the other hand, there will be those who will jump at the opportunity to label the critical coach a poor sport, an alibi artist and a bad loser.—from *The Mentor*

What You May Need

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Colorprint full color school posters are available in two series of 10 posters each. The first series is Posters of the Month. It includes 10 posters, each illustrating a different month, September through June. The second series is Holiday Posters, which includes 10 posters, each illustrating a different school holiday. Size, 22" x 28", printed in full color. Each set comes with 40 "Stik-Tacks" so they can be placed on any surface without thumbtacks. The posters are treated with special protective coating giving them longer life and making it possible to wipe them clean with a damp cloth. Cost for each set of 10 posters \$3.95.—Jacronda Mfg. Co., 5449 Hunter St., Philadelphia 31, Pennsylvania



ASSEMBLY PROGRAMS

for February

"IS THERE A DOCTOR IN THE HOUSE"

An excellent source of ideas for a high school club activity program can be the formal class to which the club is related. That's where our Health Club got the idea for its assembly, but more about that later. For now let's just say that with the help of our principal, the city fire department, the community hospital, and a local doctor, we staged an assembly that laid 'em in the aisle—literally.

The assembly started as they all do: the student body president led the salute to the flag and then introduced the vice-president who is in charge of assemblies. The vice-president introduced Jim, our Health Club president, who was to preside at this particular meeting. Jim introduced the speaker of the afternoon, a local physician who had agreed to speak to the students on the subject of first aid. We had publicized the assembly in the school newspaper and by means of posters, and from the comments heard in the halls, everyone seemed to think that we were in for a very boring afternoon. Little did they know. In fact, little did *we* know, because things didn't turn out exactly as we had planned.

After making his introduction, our president turned his back to the audience to shake hands with the doctor who had appeared through the closed curtains on the stage. Just as the two were about to come to grips in the best Emily Post manner, Jim took two steps backward, tripped over the footlights, fell to the auditorium floor, and broke his leg! At least the doctor, after a hasty examination, said that the leg had been fractured.

Physicians are supposed to be as cool and calm as a clam in emergencies and this doctor was no exception. He asked for someone to call for an ambulance (whereupon the principal rose from his seat, galloped down the aisle, and disappeared through the rear door of the auditorium), told the student body president to bring the first-aid kit (located in a conspicuous place backstage) and instructed the vice-president to find a couple of short boards; these came from an old prop stored in a dressing room.

Meanwhile, Jim was moaning and groaning and students were standing up all over the place trying to see what was happening.

The doctor, using three triangular bandages

from the first-aid kit and the two boards, affixed a temporary splint. About that time the sound of the ambulance siren could be heard as the vehicle approached the school. Within a minute two local firemen rushed into the auditorium and down the aisle carrying a stretcher. (In our town the fire department is in charge of ambulance service.) They carefully moved poor prexy from the floor to the stretcher and carried him out. Soon the siren's blast was heard again, the sound decreasing in volume as the ambulance made its speedy and noisy way toward our community hospital.

The doctor made a thirty-second speech in which he apologized for having to leave because of the emergency, and expressed the hope that he would be able to speak to the student body some time in the future. Then he too rushed down the aisle and disappeared.

While all this was going on, the student body president, also a good man in a crisis, had been collecting his thoughts. As soon as some semblance of order had been restored he, knowing that we still had twenty minutes of assembly time to account for, resorted to that age-old and time-consuming device of "calling on the principal to say a few words." Now our principal (who had returned after having called the ambulance) is usually a very forthright individual. When he has something to say he says it and that's that. On this occasion, however, he seemed a bit flustered. First he thanked the students for "behaving so well in a crisis." Then he backed up and started again, commending the youngsters for handling themselves so well "in the face of an emergency." Apparently he considered this a false start too, because he retreated once more. Just as he began to make his pitch for the third time the house lights were dimmed, the curtains on the stage parted, and the audience knew immediately that the whole thing had been a "put up job." In modern parlance, they had been "had."

In the middle of the stage stood an operating table, a real one of portable design we had borrowed from the hospital. Beside it was a small table on top of which rested an imposing array of surgical tools, gauze bandages, hypodermic needles and other instruments of torture. In front of the table stood the doctor, robed in a surgical gown of bilious green color. Opposite him, on the other side of the table, stood a surgical

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nurse, also gowned in green but not looking half so bilious.

Through the wings came the stretcher bearers and poor old Jim who had apparently taken a turn for the worse during his trip to the hospital. At any rate it appeared that he had stopped breathing and three club members (how did they get into that operating room?), under the doctor's direction, took turns administering artificial respiration until he returned to the land of the living.

Evidently the bearers had dropped old Jim on his head, for he now had a horrible gash over one eye. His hair was matted with blood that looked suspiciously like one of Mr. Heinz's fifty-seven varieties. A club member, also under the doctor's eagle eye, carefully wiped the ketch . . . er, blood from the wound, the medico did a neat simulated job of stitching, and the nurse helped another club member bandage the wound. (These club members seem to be popping up all over the place; "student participation;" that's the thing!)

While the doctor held a stethoscope over Jim's heart the nurse seemingly administered an intravenous dose of sodium pentathol which put Jim out like a light. The doctor then reduced the fracture ("set the broken leg" to you people who haven't taken the Health course), placed it in traction—that means he put a type of splint on it (if you would sign up for Health class it would save all these parenthetical explanations), and stepped back to admire his handiwork. Jim thereupon rolled off the operating table, managed somehow to land upright, took a one-legged bow (not an easy thing to do; try it some time), and the curtains closed.

As I said in the beginning, the idea for this assembly was actually born in our Health class, and it came to life while we were studying a unit on first aid. The Health Club, most of whose members were in the class, took it from there and did a fine job of planning and preparing. They wrote the principal's fumbling speech and arranged for him to wave at the ambulance attendants who were parked two blocks down the street in full view of the school. They carried Jim and escorted the doctor from the front of the building to the stage door, during which time the ambulance returned to its garage with the siren going full blast. They borrowed various props from the hospital and talked the chief surgical nurse into giving up her career (for fifteen minutes) to become an actress. They practiced their first aid before the whole student body and they did a swell job. As a result our club won the annual award for staging the outstanding student assembly of the year.

Oh, yes, I mentioned that things didn't go exactly as we had planned and that we literally "laid 'em in the aisle." When Jim fell off the

stage, his girl-friend fainted. She was sitting on an end seat and obligingly fell right into the middle of the aisle. It's a good thing that first aid kit contained a bottle of smelling salts. I never did find out who revived her.—William S. Linn, Yerington High School, Yerington, Nevada.

A MODERNIZED VERSION OF LINCOLN'S GETTYSBURG ADDRESS

November 19 is the day Pennsylvanians pay tribute to the fallen heroes who so nobly gave their lives on the battlefield at Gettysburg during the War between the states.

It was on this day in 1863 that President Abraham Lincoln gave his long remembered Gettysburg Address. His brief but eloquent tribute has become a part of our American tradition and has ever-increasing meaning and inspiration to the living. Here is a modern version of Lincoln's Address, quite suitable for a patriotic assembly program on Washington's birthday.

"Nine score and three years ago George Washington and his kindred contemporaries established by revolution in the Thirteen Colonies a new nation, conceived in liberty, and dedicated to the democratic ideal that all people are created equal under law, regardless of color, creed, race or economic status.

"Now the United States and her allies are engaged in a great cold war, testing whether Marxian Socialism as promulgated by Lenin, Stalin, Khrushchev and their associates can overthrow by force or undermine by devious subterfuges the democratic way of life.

"We hope not to meet these formidable opponents in a nuclear Armageddon, swift and cataclysmic. Truly such a conflict would annihilate our friends, our foes, and innocent bystanders. On the contrary we hold the fervent hope that all portions of our natural resources, scientific accomplishments and nuclear discoveries will be dedicated as a final tribute to the betterment of mankind. It is fitting, it is proper, and indeed necessary that all nations do this.

"But in a world of uncertain alliances and quick misunderstandings we cannot attain these worthy objectives alone—we cannot consummate these purposes by ourselves. They must become an international project.

"The world will not long remember what we say here if atom bombs burst in air, if summit decisions are not soon made for our universal safety. It is for all world leaders to dedicate themselves to this unfinished task and that all nations shall have a new birth of freedom

through education and understanding and that leaders of men shall work for and with all people to promote the general welfare."—Albert E. Brenner, Kingston High School, Kingston, Penna.

MEN OF SCIENCE

Scene: The high school auditorium. Students are seated. Curtain is closed.

From wings: Student body president or other student representative appears. He tells audience it is about to witness a dramatic presentation of scenes from the history of scientific endeavor. He asks audience to try to identify as many students as possible who appear in the guises of great men of science. He warns that make-up and garb may be misleading. He hints that someone in audience may be surprised and gratified by ability to name all, or nearly all, of the characters at end of program. A final word of introduction to the scenes which follow.

Curtain opens slowly (house lights are dimmed). A tableau, softly lighted in blues and reds, is seen on stage. At various levels are noted, from left to right, a figure representing:

1. **Aesculapius**, the Greek god of healing.
2. **Galileo Galilei**, the 16th-century physicist and astronomer.
3. **Robert Boyle**, the gentleman chemist of 17th-century England, and
4. **John Dalton**, an 18th-century English chemist, father of the atomic theory.

Narrator (offstage with microphone) introduces Aesculapius to audience, with pertinent historical comments as to Aesculapius' calling.

Spotlight (yellow) falls on Aesculapius and group. He is backed by columns signifying a temple. Incense burns on a low altar. At his feet is a patient on a litter and several who are sitting or kneeling before the altar. The narrator speaks to Aesculapius as though to an old friend. By skillful questioning he elicits all necessary information as to origin, philosophy, purpose and methods used in ancient medicine. Aesculapius answers in measured, sonorous tones, telling of the temple of healing and the rise of the

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Asklepiad sect of healers who were the first physicians of ancient Greece. Mention is made of Hippocrates and Galen, both of whom had ancestry among the disciples of Aesculapius. Narrator terminates conversation.

Spotlight moves to Galileo, who is seen holding an early telescope, gazing upward through it. He is dressed in 16th century breeches and soft blouse, laboratory work clothes. He is bewigged in soft, black curls, has lace at his cuffs. Intense expression, black eyes. Troubled.

Narrator questions Galileo as to time, location, reason for the telescope, etc. Galileo answers, giving description of his invention. Tells that he has found rings around planet Saturn. Makes hushed statement that he believes world revolves around sun. This is heresy, so he looks apprehensive. He states that he expects at any moment to be apprehended and spirited away to torture-chambers of the Inquisition.

As he speaks, Pope's (Cardinal's) own guard approaches, armed, roughly forces him offstage, followed by spotlight.

Spotlight now focuses upon **Robert Boyle**. A small table with flasks, bellows and gas generating apparatus is before him. Several ladies, dressed in height of fashion, sit below the dais.

Narrator introduces Boyle, who proceeds with pseudo-scientific lecture on behavior of gases, making experimental motions as though producing the gases he is lecturing about. He is handsome, assured. The ladies fan themselves, titter and gush. Boyle concludes, takes two of the ladies on his arm and exits followed by others.

Spotlight turns to John Dalton, who is dressed in fashion of the times. He holds an atomic model in his hand.

Narrator gives him cue lines. He expounds on basic principles of atomic structure. At end of his short blurb announcer once again thanks him. Curtain closes. Opens again in a moment to reveal all members of cast in position au tableau once more. Audience gets last look. Program concludes.

At next class period, each teacher passes around prepared slips of paper on which are names of Aesculapius, Boyle, Dalton and Galileo. Students write in blank spaces whom they believe characterized each part.

In following issue of school paper is list of names of those who guessed correctly all four of the student role-takers.

The program has a half-hundred possibilities, and may be repeated using various characters from the history of science as well as from the fields of literature, music, art, etc. It is stimulating to curiosity, easy to produce and carries good educational value.—Harold V. Gallaher, Ukiah High School, Ukiah, California

A MAP PROGRAM

An assembly program such as the following makes a fine climax for an upper-grade social studies class.

Starting at the beginning of the year the students make a large outlined map of the United States. This is constructed out of softwood or heavy cardboard, on the order of a jig-saw puzzle, with the various states or sections (which may be colored) being inserted as they are studied.

Such items as elevation, rainfall, products, weather, industries, natural phenomena, state and national parks, history, population, people, cities, rivers and lakes, etc., can be shown to illustrate the similarities and the differences in our country.

Near the end of the term the assembly program, in the form of a television show and presented entirely by students, starts from the beginning. This presentation requires a producer, a director, script writers, costume designers (or borrowers), musicians, and others, in addition to the students who constructed the map originally in class.

The master-of-ceremonies introduces the production by explaining the general plan and then discloses the outline map. In turn a team of two students then discusses each section of our country, placing the proper part or parts in the outline map. The musicians, both instrumental and vocal, provide a suitable musical background. Where essential, each subsequent placement is related to those previously placed. As a conclusion a committee summarizes the pertinent items and ideas. A suitable exhibit may be added to this program.

This type of program follows good assembly principles. It is presented by the students; it is educational and interesting; it is well-planned and organized; and it correlates school subjects with extracurricular activities, thus not only providing valuable facts and concepts but also motivating the learning and appreciation of these. In short, it is both meaningful and enjoyable.

—Gerald K. Randall, Northside Junior High School, Reno, Nevada

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News Notes and Comments

Kodak High School Photo Contest

The Kodak High School Photo Contest for 1960 (approved, as in previous years, by the National Association of Secondary-School Principals) will add a new color division and increase awards. Celebrating its 15th anniversary, the contest will offer 338 prizes totaling \$11,750 in cash awards.

The contest is open to any boy or girl in daily attendance at any public, private or parochial school (grades 9 through 12) in the United States or its territorial possessions. Entries may be submitted between January 1 and March 31, 1960, although any picture taken after April 1, 1959, will be eligible.

Any make of camera or film may be used. Film, prints, and transparencies may be commercially processed or may have been done by the student. Large expensive mounts are not encouraged.

For more contest details, practical hints for contestants, or information regarding the salon exhibits, write Kodak High School Photo Contest, 343 State Street, Rochester 4, New York.

Yearbook Advisers' Scholarships

Ten scholarships of \$250 each to yearbook advisers have just been announced by The National Yearbook Manufacturers Association. Each winner will enroll in a 1960 summer session in any accredited college or university for a course on journalism or some related field. The Association's address is Box 597, Columbia, Missouri.

Dogs Take a Back Seat

Like to take your dog with you when you go out for a drive? Look out! A dog in a car is a potential driving hazard. Don't permit him to put his paws on the driver's back, sit in the driver's lap, or stand up in the front seat. Instead, train him to stay in a corner of the back seat and keep his muzzle shut. If Fido won't do that, he belongs at home.—National Parent-Teacher.

What, No Studying?

A "no studying" room is part of the newly-dedicated Owen D. Young Library at St. Lawrence University in Canton, N.Y. Intended as a browsing room for cultural and recreational reading, it carries this notice: "Just one rule: No studying is permitted in this room."

A's and Cars

Lance Agee, a reporter for the Wells High School student magazine, made a survey at the school and came up with the following statistics:

Not one straight "A" student at Wells High owns a car.

Only five per cent of the "B" students do.

About 45 per cent of the "C" students do.

And 71 per cent of the "D" students do.

Agee pointed out that he was neither a car owner—nor an "A" student.—Wells, Nev. (UPI)

The "Big-Hearted" Athlete

Principals and coaches will be interested in the following comments by the National Federation of Athletic Associations in cooperation with the American Medical Association:

Athletes may have bigger hearts than other persons but this is no indication that there is anything wrong with them, according to the committee on the Medical Aspect of Sports of the American Medical Association. The AMA Committee (formerly known as the Committee on Injury in Sports) pointed out that the heart, like any other muscle of the body, becomes larger as the result of physical activity. But this does not mean that it is damaged in any way by exercise.

There is no evidence to show that exercise has ever damaged a healthy heart in a properly conditioned athlete. In fact, the athlete's heart will not only become larger but will also become stronger, the Committee said. The myth of "athletic heart" has been exploded long ago but the belief persists in some circles. Hearts are damaged by disease and not by participation in athletics, it was stated. The heart weakened by disease in some cases is dilated or ballooned-out but this has no relationship to the large heart of the athlete, the walls of which as a result of exercise, have been strengthened and built up in muscular bulk. The functioning of every heart presents an individual problem and thus heart disease is also a highly individual matter.

Coaches and leaders of athletics and recreational sports should watch for the following signs and encourage participants to report such symptoms themselves: (a) breathlessness, rapid pounding heart, or extreme weakness or shakiness that lasts for more than ten minutes after exercise; (b) broken sleep or unusual restlessness during the night following strenuous exercise; or (c) a definite sense of fatigue that holds over through

the next day. When such signs or symptoms are reported by the player or observed by the coach or leader, referral to a physician for careful examination is in order.—The Kansas High School Activities Journal

Mr. Chairman, YOUR Move!

Perhaps you, too, have attended meetings at which amendments to amendments to a motion have so beclouded the picture that no one present has the vaguest idea of just what an "aye" or a "nay" means.

Here is a case which actually happened recently in—of all places—a certain state legislature.

"A bill for an act to amend Section 1 of an Act entitled 'An Act to Amend Section 1 of an Act Entitled An Act to Amend Sections 18 and 21 of An Act Entitled 'An Act Concerning the Partition of Lands' approved May 20, 1852, the same being Sections 1199 and 1202 of the revised statutes of 1881" approved March 11, 1889, approved March 1, 1919, approved March 2, 1957."

Now, Mr. Chairman, what would YOU do?

Disliked Expressions

Lists of the most disliked sport-clichés have been drawn up by sports editors and managing editors of the Associated Press.

The ten most disliked by sports editors ranked as follows: Mentor (usually with "cagey" or "genial"); inked pact; pay dirt; circuit clout; gonfalon; roaring back or out from behind; out-classed but game (capable of numerous variations); clobber; gridders; and cage or cagers.

The managing editors ranked their pet peeves this way: Pay dirt; circuit clout; belted; sea of mud; skein (as in victories); tilt the lid; hurler; horsehide; slabsters; and hotly contested.—The School Press Review

The Kansas Outside-Competition Rule

The Outside-Competition Rule on page 23 of the 1959-60 K.S.H.S.A.A. Handbook reads: "Any student who, after participating in an athletic contest as a member of a high school team, participates as a member of an outside team, or takes part in any other organized outside competition, shall be ineligible for high school athletics for the remainder of the season. Interpretations: 1. A student is not permitted to participate in any organized outside athletic contest during the season in which he represents his high school, whether in the same sport or not. 2. A game is a game and a contest is a contest. If a student participates in a game or a contest as a member of any team or as a representative of any organi-

zation except his own high school, he becomes ineligible for high school competition during that season."

NOTE: Participation in bowling is not considered outside competition and would not be a violation of this rule.

Sing While You Drive

at 45 MPH sing—"Highways are Happy Ways"
at 55 MPH sing—"I am but a Stranger here, Heaven is My Home"
at 65 MPH sing—"Nearer My God to Thee"
at 75 MPH sing—"When the Roll is Called Up Yonder, I'll Be There"
at 85 MPH sing—"Lord I'm Coming Home"

In Tune with Their Tastes

"What's for dessert, Mom?" If the answer is "Apple pie," Mom's right on the beam, for apple pie leads the hit parade with youngsters eight to fifteen, according to a survey of dessert favorites made by the American Hobby Federation. Ice cream rates second, and next in order of preference comes lemon meringue pie.

Students Organize Safety Group

A national safety organization especially for high school students becomes a reality in early September when delegates from every state met in Kansas City, Missouri, to organize the National Student Safety Association. Sponsor of the new group is the National Commission on Safety Education of the National Education Association, under a grant from The Firestone Tire and Rubber Company. More than 500 high schools are participating in the first year's program.

Baseball History

The first recorded clash between a ball player and an umpire is said to have occurred in June, 1846, seven years after the game was invented. The player, whose name was Davis, was fined six cents for cussing.

The first organized baseball team was the New York Knickerbockers, which played a schedule in 1846, and was the first team to wear uniforms. Al Reach, who invented the modern baseball, was the first paid player. The Cincinnati Red Stockings of the 1850's were the first professional team.

Baseball of 100 years ago was a rough game. There were no gloves and the bases consisted of four foot poles stuck on the diamond. The first catcher's mask was developed, of all places, at Harvard, where the catcher preferred to be called a sissy. Charles Waite in 1875 used the first glove—flesh colored, so the fans would not notice it.—The Coach

How We Do It

BLACK FLAG

Union High School, in Monterey, California, has solved the litterbug problem. After the lunch period, two students and the vice-principal inspect the school grounds. If the ground is unduly littered, the school snack bar is closed for the day and a black flag is run up on the school flag pole. The plan works . . . litterbugging is on the decline.

PEN PALS WANTED

Dear Editor:

We have been desiring for a long time to get contact with some people in your country to correspond in order to create a good friendship. So we made a little pen pals club among friends. But we did not know how to do it. Recently, however, we've learned through the library of American Embassy (No. 11 Aie-cho Akasaka Minato-Ku, Tokyo) that best way is to write directly to the editor. So here we are.

Our country, Japan, is now in an isolated position in Asia after the defeat in the last war. But we younger generation here are earnestly wishing to keep a friendship with the peoples in United States. The exchange of postal cards, pictures and stamps are certainly welcomed and moreover the talks in the letters would be most excellent idea to learn things about your country. To have better understanding with each other is best way to the world peace. Don't you think so?

If you will hear my request, we'll be more than glad and moreover, if you will publish this letter in your column, it would be still better.

The name of our club is "Kijima Pen Pals Club," and we are mostly high school students, but some are college students.

Yours very truly,
KIJIMA PEN PALS CLUB
Iiyama Post Office
Nagano-Ken, Japan

Editor's Note: Postal rates to Japan are as follows: Surface mail—letters are 8c for the first ounce, and 5c for each additional ounce, while postcards are 5c each; air mail—letters are 25c for each half ounce, postcards are 10c each, and aerogrammes are 10c each.

OUR PRIMARY STUDENT COOPERATIVE ASSOCIATION

We have a Primary SCA (student council),

and we have our own officers, committees, meetings, etc., just as the upper SCA. This is in an elementary school with grades one through seven. Our officers are elected from the two third grades in our school. The committee chairmen are appointed from the same grades. However, room representatives from each of the first, second, and third grades help make up the executive committee (including officers and committee chairmen). They meet once each month and carry suggestions back to their own rooms. The officers and committee chairmen meet again, just before the regular meeting and plan in detail, the monthly program. Each of these committee meetings is guided by the sponsor.

These monthly meetings are presided over by our "little" president, following the order of business just like "big grown ups" do. Each committee chairman gives his or her report at each meeting, too. People are amazed at the way these little folks preside, and do the work which is so important in keeping a "well-rounded" school.

These regular meetings are held on the second Friday of each month. At this time, each Primary class presents a program at the close of the business meeting. Here, we see many talents displayed, which otherwise would have been hidden.

Do we have projects, too? Indeed we do. Two years ago, we sponsored a plan to help beautify our school yard with shrubbery. Last year we raised funds to place a mural in the front hall of our school. So far this year plans are being carried out to have a Primary SCA bulletin board, and on it will be found a "Slogan for the Month." Our first slogan is—"Only the Best is Good Enough."

Why do we have a separate Primary organization? We like it! The teachers like it. The parents like it! And the children like it! This is where they receive wonderful training in becoming good leaders and good followers. When they reach the sixth and seventh grades, they are much better prepared to do these jobs because of the experience they have had (or have seen) in the Primary SCA.

Our candlelight installation ceremony is a beautiful one. Marching in and out of the auditorium, with an air of dignity and responsibility; receiving the oaths of office from a patron of our school and having a feeling of really belonging and serving is a picture we can't forget. We think of these little ones who might lead in a much greater capacity some later day and remember how much

these little touches of training have meant to them. One of them may say, "I learned to do this when I was in the third grade, and was the president of our Primary Student Cooperative Association in Oakton School."—Ruby Buser, in the Virginia Bulletin.

STUDENT COUNCIL CLINIC

The clinic of November 11th was a stupendous success due to the enthusiasm of the delegates and the organization of the Executive Board. Because the summaries are practical and enlightening, we are asking members of the Executive Board to participate in a panel at the TEACHERS INSTITUTE in February. At that time, students will be able to present their findings to the Student Council Moderators of the Federation Schools. Copies of the summaries will be distributed at the meeting.—The Federation Newsletter, Federation of Catholic High School Students, Diocese of Pittsburgh, Pennsylvania.

HONOR WHERE HONOR IS DUE

Each class in Commerce, Oklahoma, schools is given an opportunity to select its most useful member based upon service to the school, the teacher and fellow students. All students who make the superintendent's honor roll (straight "A") are publicly recognized in the first assembly following the 9-weeks period. Each one is awarded a special certificate in scholarship.

A HIGH SCHOOL MURALIST

Phil Kneer, a junior at Hauppauge (New York) High School, recently completed a colorful 12-foot mural on a new wall in the guidance department's offices.

This mural, from research, through primary sketches, approved designs and colors, to the final application of paint, required six months of Phil's outside-of-class time.

It is an abstract design of the high school curriculum with woodshop, music, mathematics, science, art, history, business, English and home-making expressed by symbolic elements.

Phil's work was supervised by Jerome Brill and Joseph Albert, art teachers at Hauppauge High School.

FROM GREENLAND'S ICY MOUNTAINS

Apparently Greenland's educators believe in teaching practical subjects. Two of their courses are kayak-building and dog-team driving. Whether these courses are classified as "curricular" or "extracurricular" we don't know—or care.

Comedy Cues

A professor discussed the phrase "for all practical purposes": "Suppose the young men were to line up on one side of a classroom and the young ladies on the other. At given signals, the two lines, moving toward each other, halve the distance between them at each signal. Theoretically, the boys would never reach the girls, but actually, after a relatively small number of moves, they would be close enough for all practical purposes."

☆☆☆

And Now!

"And now gentlemen," continued the congressman, "I wish to tax your memory."

"Good heavens," muttered a colleague, "why haven't we thought of that before?"

☆☆☆

Kids Will Tell

Billy: "Grandpa, come out and play football with me."

Grandpa: "I can't play football, Billy."

Billy: "My daddy says you can 'cause he said that when you kick off we'll get about \$50,000."

☆☆☆

The Cause of It All

A very thin man met a very fat man in the hotel lobby.

"From the looks of you," said the fat man, "there might have been a famine."

"Yes," was the reply, "and from the looks of you, you might have caused it."

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